**Understanding by Design**

**Unit Design**

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| **Stage 1- Big Ideas Reinforce across all lessons**  **(See Aim and Essential question in the curriculum maps)** | What are the essential understandings for the entire unit?  **Aim:**   * Understand basic principles and responsibilities associated with the executive branch and describe citizens’ involvement. (ICC) * Understand how the branches of government have checked each other through historical and contemporary examples. (ICC)   **Essential Questions: (Essential questions are overarching and enduring. They should spark curiosity for continuous inquiry)**   * Why do we need check and balance in our government? How do check and balance apply in our everyday life? * What is the relationship between the president and me, a citizen of the country? * As a citizen in our society, what power and responsibilities do we have? |
| **Stage 2- Content, Skills Assessments**  **(See curriculum maps)** | How will I organize the understandings into chunks of content? |
| **Stage 3- Learning Experiences**  **(See lesson plan)** | How will I hook students and engage their interest?  (I considered the following questions as I designed my lesson.)   * Who lives at 1600 Pennsylvania Avenue? * Who lives in a pineapple under the sea? * How can I predict and prepare for challenges that might arise for students? * How will I scaffold and differentiate instruction for the group and individuals? * How will I challenge my students at the highest cognitive levels? |

**EDI Lesson Design Framework**

**Culminating Objective:**

Students, assuming the role of the resident, will draft a judicial decision statement for the media, provide justification for the decision and explain what factors influenced his/her decision.

**Enabling Objectives:**

1. Highlight and transfer main ideas and supporting details in FRAME, which will be used for future writing on Wiki
2. Explain verbally to peers how a president practice pardon, commutation, and reprieve
3. Write the factors that impact president’s decisions as he practices his authorities

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| ***EDI components*** | **How is it done?** | **CFU/Assessment strategies** |
| *Preview /Review* | Review: Random CFU using their FRAME   1. What 3 appointments are included under the president’s executive powers? (SC justices, ambassadors, cabinet members) 2. Explain how Congress provides a check over the president’s diplomatic power of making executive agreements. (President must tell Congress within 60 days) 3. Which 1973 act limits the president’s military powers? (War Powers Act)   Preview:  Quick Write: Describe a time when an adult in your life has lessened a previous punishment or has forgiven you altogether for a “crime” that you committed. (Think proactively about setting behavioral norms. Allow students to Keep their response to self.) | CFU-Sampling with pennies |
| *Learning Objectives* | Post the enabling objectives on the board and say, “Today, we have something really exciting to learn. We will be looking at the controversy of president’s judicial powers. (Refer back to Essential Questions and the quick write they just did.)  We will continue to practice highlighting and use FRAME to grasp main ideas and details. By the end of the lesson, you will be able to tell how a president makes judicial decisions and why he makes such decisions. You will learn this from reading real cases and your notes will help you write your presidential statement Wiki tomorrow. So it is important that you highlight key concepts and take good notes. | Pair share the key words or phrases of today’s objective |
| *Explain/Model/Demonstrate* | 1. Introduce the three vocabulary words, pardon, reprieves and commutations through FRAME 2. Review text structure to determine main ideas and supporting details about president’s judicial powers and put information into “FRAME”. (Notes: My students learned how to use text structure to support college level work. It is a must learn strategy for them.) 3. Model highlighting and thinking aloud: looking for how presidential pardon decisions are made based on these three factors: current events, personal beliefs, and political party affiliation. Students will highlight on own page as teacher models. | CFU – individual fill out FRAME and self check against teacher FRAME |
| *Guided Practice* | 1. Students will read a different sample pardon scenario, highlight current events, personal beliefs, and political party influences on the decision. 2. Student show highlighted page and self assess what percent of the page is highlighted. 3. Following a peer sharing protocol, students will justify what they have highlighted (Teacher will give a prompt) 4. Elicit a few ideas from students (students retell what their partners said)   (Identify students with a quality response or stop and reteach) | Pair share  Report partner ideas  Sampling |
| *Individual practice* | 1. Students will read a third sample pardon situation, and will highlight current events, personal beliefs, and political party influences. 2. Students will independently fill out the graphic organizer based on the highlighted information | Graphic organizer |
| *Closure* | Exit Slip: Student will identify the key words and concepts they learned today. | Exit slip |
| *Next step: Students will assume the role of the presidency, read about a particular pardon situation, and draft a media statement to the press using a Wiki format. Students will reflect on at least 2 other drafts.*  *What have I learned from the evidence of my students’ learning?*  *What adjustments will I make in the future lessons?* | | |